

# MontCAS

(Montana Comprehensive Assessment System)

English Language  
Proficiency Assessment

## 2006-2007

## Score Reports Interpretation Guide



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Overview

The purpose of this guide is to assist educators and other stakeholders with understanding, interpreting, and using the results of the Montana English Language Proficiency Assessment. The MontCAS ELP is administered statewide to all Limited English Proficient (LEP) students.

The guide includes information on

- how and why the MontCAS ELP was developed,
- how the assessments are designed,
- how student performance is scored,
- how performance standards were determined,
- how assessment results are reported, and
- how results can be used to improve programs, instruction, and student performance.

**Purpose of the MontCAS ELP.** The annual assessment of LEP students in Montana fulfills a requirement of the No Child Left Behind Act of 2001. One objective is to measure individual student’s progress in achieving proficiency in speaking, listening to, comprehending, reading, and writing English. A second objective is to measure in districts participating in Title III the success of language development programs in achieving adequate student growth in English proficiency.

**Development of the MontCAS ELP.** The MontCAS ELP is an edited version of the English Language Proficiency test developed for the Mountain West Consortium, of which Montana was a member. The first administration of the MontCAS ELP occurred in the fall of 2006. Using the data from this administration, psychometric work was completed by Questar Assessment, Inc. for the purpose of creating a score scale for each of the domains and for the total test. In February 2007, a panel of Montana educators met to set standards for the MontCAS ELP in the

form of cut scores for each proficiency level by grade. The 2007 MontCAS ELP score reports are the result of this process.

**Structure of the MontCAS ELP.** The MontCAS ELP is comprised of tests in four domains—Listening, Speaking, Reading, and Writing. Scores are reported for each of these domains, as well as for Comprehension. The Comprehension score is calculated using a subset of Listening and Reading items.

The MontCAS ELP is administered by grade span.

Grade Span	Form
K	A
1-2	B1 or B2
3-5	C1 or C2
6-8	D1 or D2
9-12	E1 or E2

In all grade spans, except for K, there are two separate Reading/Writing test forms, a Level 1 form intended for Beginning students and a Level 2 form intended for more proficient students. Having separate forms centered on two different ability levels made it possible to shorten the Reading and Writing tests. The Speaking and Listening tests, on the other hand, are the same for all students within a grade span. Note that no “mixed” scores can be reported: if, for example, a student took both B1 and B2 test forms, results have been reported for only one form.

**Reported Scores.** Student performance in each of the five language domains is reported in terms of raw score, scaled score, and proficiency level. Student performance on the overall (Total MontCAS ELP) test is reported in terms of raw score, scaled score, and proficiency level.

**Raw Scores.** The raw score is the total number of correct answers on multiple-choice items plus the number of points earned on open-ended items. Raw scores on the MontCAS ELP can only be compared for the same domain and the same test form. For example, a Form B1 raw score cannot be compared to a Form B2 raw score.

Note: The Writing raw score for (Kindergarten level) Form A was calculated as follows: 1 point was allocated for each skill on the Writing Checklist that the student "does most of the time" or of which they "demonstrate mastery." Thus, the Writing Checklist generated a maximum raw score of 22 points.

**Scaled Scores.** Scaled scores are derived from raw scores and provide results for alternate forms (e.g., B1 and B2) on a common scale. MontCAS ELP scaled scores can be compared for the same domain and the same grade-span test (A, B, C, D or E). For example, all Form C Reading scaled scores can be compared, regardless of whether the student took the C1 or the C2 Reading test. However, Form C scaled scores cannot be compared to Form D scaled scores.

**Total MontCAS ELP Proficiency Levels.** For the total score, four proficiency levels are reported: Novice (N), Nearing Proficiency (NP), Proficient (P), and Advanced (A). These are based on the total scaled score and provide a holistic estimate of the student's English proficiency. It is important to note that students at the same overall Proficiency Level may have different profiles of competence across the language domains.

**Domain Proficiency Levels.** Within each domain, two proficiency levels are reported, based on the student's scaled score: Below Proficient (BP) and Proficient or Above (PA). (Individual language domain tests are not long enough to reliably provide more than two levels of proficiency.)

**Incomplete Testing.** Students were required to take all four language domain tests. If a student did not take one or more of the domain tests, the reports will show dashes in place of scores for that domain. The reported Total MontCAS ELP score is based on the domain tests for which there are scores. Thus, if a student failed to take the Speaking Test for whatever reason, the Total MontCAS ELP score will be based on a raw score of zero in Speaking. The reported Comprehension scores—which are based on a subset of Listening and Reading scores—will be affected in the same way if the student failed to take either the Listening or Reading Test.

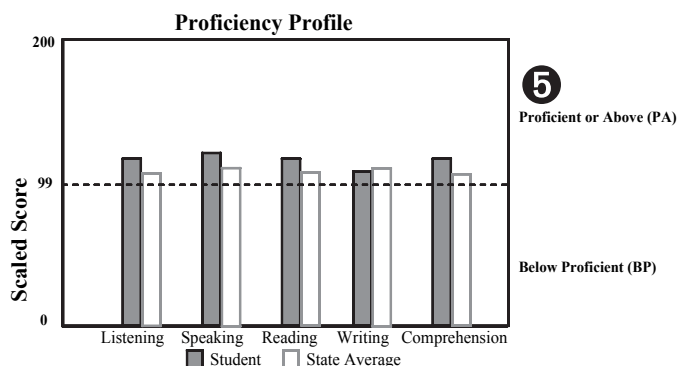
# Individual Student Report

<b>Student</b>	HELMICK, FELICIA J
<b>School</b>	ABC School
<b>System</b>	ABC System
<b>Grade</b>	Grade 4
<b>Test Form</b>	C2
<b>State Student ID:</b>	987600032
<b>Birth Date</b>	07/19/1997
<b>Gender</b>	F
<b>Test Date:</b>	Fall 2006

The NCLB Act of 2001 requires an annual assessment of English language proficiency for students identified as limited English proficient (LEP). The purpose of the assessment is to measure students' progress in achieving proficiency in academic English. The MontCAS English Language Proficiency (ELP) Assessment measures proficiency in listening, speaking, reading, writing, and comprehension (domains). The comprehension score is a composite score based on the listening and reading sections. **Novice** students are beginning to participate in oral and written interactions of learned information to socialize, produce, and obtain information. **Nearing Proficient** students demonstrate partial mastery of oral and written interactions of learned information to socialize, produce, and obtain information. **Proficient** students demonstrate competent skills in oral and written interactions of learned information to socialize, produce, and obtain information in order to participate in academic work. **Advanced** students demonstrate exceptional skills in oral and written interactions of learned information to socialize, produce, and obtain information in order to participate in academic work.

Total MontCAS ELP (Max RS=83)	Raw Score	Scaled Score	Proficiency Level
	71	431	Advanced (A)
State Average Scaled Score		413.4	

Score Summary			
Test	Raw Score	Scaled Score	Proficiency Level
<b>L</b> Listening (Max RS=22)	20	117	PA
<b>S</b> Speaking (Max RS=22)	21	121	PA
<b>R</b> Reading (Max RS=20)	17	117	PA
<b>W</b> Writing (Max RS=19)	13	108	PA
<b>C</b> Comprehension (Max RS=39)	34	117	PA



**Legend:** RS: Raw Score; Max RS: Maximum Possible Raw Score; SS: Scaled Score; -- indicates test not taken

**BP** = Below Proficient **PA** = Proficient or Above

**1 Test Form.** Test forms are identified by a letter-number combination. The letter (A, B, C, D, or E) specifies the grade-span; the number specifies the difficulty level of the form (1 is for LEP students with beginner or novice skills in English; 2 is for the more proficient students). Note that the Speaking and Listening sections are identical; only the Reading and Writing sections are different on the Beginner (1) and Intermediate/Advanced (2) versions of the form. The exception is grade K (Form A), which does not have separate ability-level forms.

**2 State Student ID.** The state student ID is a unique number that is assigned to every student who receives educational services from a public school in Montana. This number follows the student from school to school throughout his or her K-12 career. The ID consists of 9 randomly generated digits, with no leading zeros.

**3 The Raw Score** is the total number of correct answers on multiple-choice items plus the number of points earned on open-ended items. A raw score can only be interpreted within the context of a given test form. Raw scores cannot be used to compare performance on different test forms. Scaled scores or scores derived from scaled scores should be used for those comparisons.

**4 Scaled Scores** are derived from raw scores and provide results for alternate forms (e.g., Forms B1 and B2) on a common scale. Scaled scores can be used to make comparisons among students and over time. However, scaled scores cannot be compared across test levels (e.g., B vs. C), or across different tests (e.g., Listening vs. Reading). To compare across different test levels, scaled scores must be converted to Proficiency Levels.

**5 The Proficiency Profile** summarizes ability across the language domains. The solid bars show individual ability, the striped bars show average ability statewide. The height of the solid bars shows how ability differs by language domain. The dotted line in the middle of the Proficiency Profile chart marks the cut score between the Below Proficient (BP) and the Proficient or Above (PA) levels, allowing you to see where student ability falls with respect to this criterion. Finally, comparing the height of the solid to the striped bar allows you to see how the test performance for this student measures up to performance statewide.

**6 Proficiency Levels** provide a holistic estimate of the student's English proficiency.

In general terms, the levels are:

Novice (N) – Students are beginning to participate in oral and written interactions of learned information to socialize, produce, and obtain information.

Nearing Proficiency (NP) – Students demonstrate partial mastery of oral and written interactions of learned information to socialize, produce, and obtain information.

Proficient (P) – Students demonstrate competent skills in oral and written interactions of learned information to socialize, produce, and obtain information in order to participate in academic work.

Advanced (A) – Students demonstrate exceptional skills in oral and written interactions of learned information to socialize, produce, and obtain information in order to participate in academic work.

The results of your student's English Language Proficiency Assessment are shown in this report by raw score, scaled score and performance level.

**A** **Raw score** refers to the number of points a student has earned for a particular test. Raw scores should not be compared across language domains. A maximum raw score is shown for each language domain and the Total MontCAS.

**Scaled scores** are derived from raw scores and permit comparisons between level 1 and 2 forms (e.g., Form C1 and C2) within a grade cluster. Scaled scores range from 0 to 200.

**Performance levels** describe a student's performance on the MontCAS ELP assessment and are based on the total scaled score. The MontCAS ELP reports four performance levels for the total score (N, NP, P, A), which are organized into two groups for each domain (BP, PA). These performance levels are described in more detail on the back cover.

YOUR STUDENT'S RESULTS

The following charts reflect your student's raw score, scaled score, and performance levels on the English Language Proficiency Assessment.

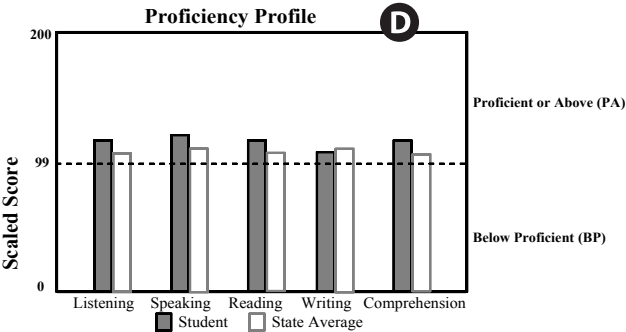
**Total MontCAS ELP.** This table indicates your student's overall performance on the assessment. In addition to information on your student's performance, state results are included for comparison. The score summary and proficiency profile on the next page illustrate more detailed information about how your child performed in each domain.

Total MontCAS ELP (Max RS=83)	Raw Score	Scaled Score	Proficiency Level
	71	431	Advanced (A)
State Average Scaled Score 413.4			

**Score Summary.** The Score Summary chart provides your student's results for each of five components of the ELP assessment: Listening, Speaking, Reading, Writing and Comprehension. The maximum raw score (Max RS) is indicated for each component. For example, the maximum raw score (Max RS) that could be earned for the Listening test was 22 points.

Score Summary			
Test	Raw Score	Scaled Score	Proficiency Level
L Listening (Max RS=22)	20	117	PA
S Speaking (Max RS=22)	21	121	PA
R Reading (Max RS=20)	17	117	PA
W Writing (Max RS=19)	13	108	PA
C Comprehension (Max RS=39)	34	117	PA

**Proficiency Profile.** The profile indicates your student's performance in relation to the proficiency levels and to the State Average.



Legend: RS: Raw Score; Max RS: Maximum Possible Raw Score; SS: Scaled Score; -- indicates test not taken  
BP = Below Proficient PA = Proficient or Above

A customized parent report was generated for each LEP student who participated in the fall 2006 MontCAS English Language Proficiency (ELP) Assessment. This report was based on the school level individual student report and should be shared by classroom teachers during parent-teacher conferences or other interactions with parents. The report includes detailed results of a student's ELP test performance, including raw scores, scaled scores and performance levels, in each language domain and for the total MontCAS ELP. The proficiency profile permits a comparison of student ability across the language domains and in comparison to average performance across the state.

**Section A** provides an explanation of terms – raw score, scaled scores, and performance levels – used in the Parent Report.

**Section B** shows the student's overall performance on the assessment in the Total MontCAS ELP table. The

student's total raw score, scaled score, and proficiency level are provided, along with the Average State Scaled Score for comparison.

**Section C** provides more detailed information about student performance in the Score Summary chart. The chart shows student results for each component of the ELP assessment: Listening, Speaking, Reading, Writing and Comprehension. The raw score, scaled score, and proficiency level is listed for each of the five components.

**Section D** illustrates student performance in relation to the proficiency levels and to the State Average. The Proficiency Profile chart shows the scaled score "cut" line between proficiency levels Below Proficient (BP) and Proficient or Above (PA). Student ability is represented by the height of the solid bars and the striped bars show average ability statewide.



**CONFIDENTIAL**  
**SCHOOL ROSTER**  
**English Language Proficiency (ELP) Assessment**  
**Grade 4**  
**A 2006 - 2007**  
**ABC School**

SYSTEM: ABC System (9999)

Test Date: Fall 2006

Student Name	Gender	Test Form	Listening (Max RS=22)			Speaking (Max RS=22)			Reading (Max RS: C1=15; C2=20)			Writing (Max RS: C1=15; C2=19)			Comprehension (Max RS: C1=31; C2=39)			Total (Max RS: C1=74; C2=83)		
			RS	SS	Prof	RS	SS	Prof	RS	SS	Prof	RS	SS	Prof	RS	SS	Prof	RS	SS	Proficiency Level
<b>AYCOCK, JARON R.</b> State ID#: 987600041 DOB: 01/03/1997	M	C2	16	101	PA	21	121	PA	6	84	BP	--	--	--	20	93	BP	43	383	Nearing Proficiency
<b>BAY, MACEY V.</b> State ID#: 987600040 DOB: 07/02/1997	F	C2	20	117	PA	22	136	PA	17	117	PA	17	137	PA	34	117	PA	76	449	Advanced
<b>BOTELLO, BRENNEN C.</b> State ID#: 987600039 DOB: 12/14/1995	M	C2	19	112	PA	22	136	PA	17	117	PA	16	127	PA	33	114	PA	74	441	Advanced
<b>CALLIS, LARA L.</b> State ID#: 987600038 DOB: 06/28/1997	F	C2	22	141	PA	21	121	PA	13	103	PA	12	104	PA	32	112	PA	68	423	Proficient
<b>CASAREZ, SAGE R.</b> State ID#: 987600037 DOB: 02/27/1997	M	C2	18	108	PA	22	136	PA	17	117	PA	17	137	PA	32	112	PA	74	441	Advanced
<b>DRAIN, ARIELLE L.</b> State ID#: 987600036 DOB: 10/15/1996	F	C2	18	108	PA	22	136	PA	15	109	PA	16	127	PA	30	108	PA	71	431	Advanced
<b>FEE, DOMINIQUE P.</b> State ID#: 987600035 DOB: 12/30/1996	M	C2	17	104	PA	22	136	PA	17	117	PA	17	137	PA	31	110	PA	73	437	Advanced
<b>GARIBAY, FRANCES R.</b> State ID#: 987600034 DOB: 04/25/1997	F	C2	20	117	PA	22	136	PA	13	103	PA	13	108	PA	30	108	PA	68	423	Proficient
<b>GARRITY, TYREE M.</b> State ID#: 987600033 DOB: 12/11/1996	M	C2	0	35	BP	--	--	--	--	--	--	--	--	--	0	33	BP	0	235	Novice
<b>HELMICK, FELICIA J.</b> State ID#: 987600032 DOB: 07/19/1997	F	C2	20	117	PA	21	121	PA	17	117	PA	13	108	PA	34	117	PA	71	431	Advanced
<b>HENNESSY, KOBY L.</b> State ID#: 987600031 DOB: 09/30/1996	M	C2	14	96	BP	14	93	BP	18	122	PA	10	96	BP	29	106	PA	56	401	Proficient

Legend: **RS**: Raw Score; **Max RS**: Maximum Possible Raw Score; **SS**: Scale Score; -- indicates test not taken  
 Note: Any students who took the assessment with non-standard accommodations are marked with † symbol.

BP = Below Proficient PA = Proficient or Above

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The MontCAS ELP School Roster report lists all students—in a single school in a single grade—who took the MontCAS ELP in a certain year. The School Roster report includes the following information:

**Section A** shows the grade, the assessment year, the school name, and system name.


**Section B** lists each student alphabetically, along with his or her state student ID number, date of birth, and gender. The Test Form column identifies the specific test form administered to the students.

**Section C** lists each student's raw score (RS), scaled score (SS), and proficiency level (Prof), in each

language domain (Speaking, Listening, Reading, Writing, and Comprehension). Note that the Comprehension score is based on a subset of items from the Listening and Reading sections of the assessment. The language domain proficiency levels are: Below Proficient (BP) and Proficient or Above (PA).


**Section D** lists each student's Total MontCAS ELP raw score, total scaled score, and proficiency level: Novice (N), Nearing Proficiency (NP), Proficient (P), and Advanced (A).

# Summary Report



**MontCAS**  
(Montana Comprehensive Assessment System)  
English Language  
Proficiency Assessment

**SYSTEM SUMMARY REPORT**  
**English Language Proficiency (ELP) Assessment**  
**Grade 4**  
**2006 - 2007**



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SYSTEM: **ABC System (9999)**

Test Form: **C1, C2**  
Test Date: **Fall 2006**

Proficiency Level		Listening		Speaking		Reading		Writing		Comprehension		Total		
		Scaled Score Range	Number and Percent of Students	Scaled Score Range	Number and Percent of Students	Scaled Score Range	Number and Percent of Students	Scaled Score Range	Number and Percent of Students	Scaled Score Range	Number and Percent of Students			
Proficient or Above (PA)		At or Above 99	9 (90%)	At or Above 99	9 (100%)	At or Above 99	8 (89%)	At or Above 99	8 (100%)	At or Above 99	8 (80%)	Advanced (A)	At or Above 430	6 60%
Below Proficient (BP)		Below 99	1 (10%)	Below 99	0 (0%)	Below 99	1 (11%)	Below 99	0 (0%)	Below 99	2 (20%)	Proficient (P)	397 - 429	2 20%
												Nearing Proficiency (NP)	374 - 396	1 10%
												Novice (N)	Below 374	1 10%

**D**

N Students: 10	N Students: 9*	N Students: 9*	N Students: 8*	N Students: 10
Mean Scaled Score:	Mean Scaled Score:	Mean Scaled Score:	Mean Scaled Score:	Mean Scaled Score:
System: 106.0	System: **	System: **	System: **	System: 102.4
State: 106.9	State: 110.6	State: 107.4	State: 110.5	State: 106.3
Median Scaled Score:	Median Scaled Score:	Median Scaled Score:	Median Scaled Score:	Median Scaled Score:
System: 110	System: **	System: **	System: **	System: 111
State: 108	State: 107	State: 109	State: 108	State: 106

N Students: 10†

Mean Scaled Score:

System: 409.4

State: 413.4

Median Scaled Score:

System: 431

State: 417

\*Summary statistics exclude students who did not take this subtest.  
 \*\* Less than 10 students  
 † Summary Statistics exclude students who took the assessment with non-standard accommodations.

**Legend:** Mean Scaled Score: The arithmetic average of a set of scaled scores. It is found by adding all the scores in the distribution and dividing by the total number of scores.  
Median Scaled Score: The middle score in a distribution or set of ranked scaled scores. Half the scores in the set are below the median, and half are above it (the 50th percentile).

**This report includes student information for less than 10 students and may not be distributed to the public under protection by The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99)**  
 Use of the information by schools and teachers to assist students is encouraged.

The MontCAS ELP System and School Summary Reports show the distribution of scores by grade within a system or school. The reports are produced even if the number of LEP students in a particular grade is very small. Reports for less than 10 students include a footer indicating that they may not be distributed to the public; the student information is protected by The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99).

**Section A** shows the grade, the assessment year, and the system name.

**Section B.** For each language domain (Speaking, Listening, Reading, Writing, and Comprehension), the report shows—in the Number and Percent of Students columns—the number and percent of students whose scores placed them in each of the two Proficiency Level groupings: Below Proficient (BP) and Proficient or Above (PA).

**Section C.** The Total MontCAS ELP section shows scaled scores corresponding to each of 4 overall proficiency levels—Novice (N), Nearing Proficiency (NP), Proficient (P), and

Advanced (A). The Number of Students column shows the number of students whose performance placed them in each category and the Percent column represents that number as a percentage of the students in this grade who were tested. For example, the 2 in the Proficient (P) cell of the sample report above indicates that 2 students in the system scored in the Proficient (P) range, which is 20% of the students in this grade.

**Section D.** The N Students line shows the total number of students in the system in this grade for whom there is a language domain score and a total score. For example, the sample report shows that 10 4th-grade students took the Listening Test. The Mean Scaled Score line shows the average scaled score in each domain and overall for all tested students in the system. For example, the sample report shows that the mean scaled score on the Listening Test for this system was 106.0. The Median Scaled Score line shows the median scaled score in each domain and overall. The state mean and median are also shown for each domain and overall. Note that means and medians are shown only if N is 10 or greater.

## Using MontCAS ELP Results

**Monitoring Progress.** MontCAS ELP test results can be used to determine whether students are making progress in developing English proficiency overall and within each language domain. To make comparisons between one year and the next, proficiency levels should be used. (Note that within a grade span, scaled scores can also be compared from year to year, as long as the student is being assessed with the same-letter form. Scaled scores cannot be used to monitor progress from year to year when students have moved to the next grade span, that is, in 1st grade, 3rd grade, 6th grade, and 9th grade.)

**Informing Instruction.** MontCAS ELP test results can be used to design instruction that capitalizes on students' strengths and addresses their weaknesses. Proficiency levels provide useful information on an individual student's profile across the language domains. For example, two students may both score as Proficient overall but have different strengths and weaknesses in the language domains. One may be lagging behind in Speaking, the other in Reading. With this information, instruction can be tailored to the individual student's needs.

